



# Meadow Farm Community Primary School

## Equality Objectives (to be read in conjunction with our Equality policy)

Completed: February 2023

Objectives Set: Every 4 Years

Reviewed and Updated: Annually – Review 1 – February 2024. Review 2 February 2025 Review 3 February 2026 Review 4 February 2027

Next Review: February 2026

### **Meadow Farm School - Ethos and values: “Confident, Caring and Accomplished children”**

The mission statement of Meadow Farm School is ‘Confident, caring and accomplished children’, a statement which reflects the ethos and values we wish all our children to leave the school with to set them up for life in modern Britain.

#### **To achieve this we are committed to:**

Providing a happy, safe, caring and well-structured learning environment for every child, to educate and inspire them to achieve their full potential now, and in their lifelong learning journey.

Develop each child socially, morally, spiritually and culturally. We want all our children to feel positive about their own self-worth and that of others. To be good citizens, recognise and value a sense of rights and their responsibilities within society, including having respect for: the law, other religions, languages and cultures. We want them to feel motivated, stimulated and confident in the world in which we all live in.

Being a fully inclusive school, working closely with parents, governors and the community as a whole to provide the best and equal opportunities for all our children, at all times.

Through these commitments we believe our children can learn the necessary relevant skills and become lifelong learners, well prepared to take their place as ‘Confident, caring and accomplished children’ in an ever changing, technological and multicultural modern Britain.

<b>Our values</b>	<b>What we do to promote them every day</b>	<b>How is this demonstrated across the school?</b>
<b>Confident</b>	We encourage children to be independent learners We celebrate both academic abilities and personal qualities alike We recognise that everyone is an individual with different gifts and abilities	The children are optimistic, positive and secure. They show confidence in their learning and in tackling new tasks.
<b>Caring</b>	We insist on good behaviour We promote cooperation and understanding We encourage children to develop friendships	The children are kind, thoughtful and considerate. They get along with each other well and have secured strong friendships.
<b>Accomplished</b>	We have high expectations of all Progress is rigorously monitored and targets set We celebrate achievements in all its forms	The children are capable, practised and progressing well when compared to their starting points.

**Meadow Farm School Equality Objectives.**

Public authorities listed in Schedule 1 and 2 of the Equality Act 2010 (Specific Duties) Regulations 2011 (the specific duties) must:

- Prepare and publish one or more objectives they think they should achieve to do any of the things mentioned in the aims of the general equality duty. This had to be done for the first time by 6 April 2012, and then at least every four years thereafter.
- Ensure that those objectives are specific and measurable.
- Publish those objectives in such a manner that they are accessible to the public.

To achieve compliancy with the Act, our objectives are set and published every 4 years with a review and update completed annually. This ensures they are the right objectives for the school moving forward and confirms where we are in achieving the objectives we set out to achieve.

The current Equality Objectives for our school are set out below:

		Objective 1: To raise the attainment pupils who share a protected characteristic and those who do not											
			Equality Strand										
Objective	Action	Success Criteria	SEN and disability	Gender	Ethnicity	Religion/belief	Pregnancy/ maternity	Sexual orientation	Gender reassignment	Age	Marriage/civil partnership	Lead Person	Links with School policy or SIP
To accelerate the progress of SEN pupils to match that of those nationally at KS2 in reading.	Data analysis	Progress for our SEN pupils will be in line with or above that of national progress.	✓									CW SLT	SIP
	Teachers and TAs of SEN pupils have the knowledge and skills to meet the range of SEN needs												
	Introduction of new reading and phonic scheme “Little Wandle.”												
	CPD to introduce a Dyslexic friendly approach to our teaching methods.												

Objective 2: Raising the attendance of pupils who share a protected characteristic and those who do not													
Objective	Action	Success Criteria	Equality Strand										
			SEN and disability	Gender	Ethnicity	Religion/belief	Pregnancy/maternity	Sexual orientation	Gender reassignment	Age	Marriage/civil partnership	Lead Person	Links with School policy or SIP
To improve the attendance of our pupils who are persistently absent.	<p>Monitor attendance through regular review meetings with the EWO.</p> <p>Children with attendance below 90% are monitored closely.</p> <p>Meetings with parents to offer support and advice.</p>	<p>Attendance for those children identified as PA will improve over the year by at least 3%.</p> <p>Parents will understand the importance of good attendance and support the school policy to achieve it.</p> <p>The number of lates, where it affects attendance data, will decrease.</p>	✓	✓						✓		SLT	Policy

Objective 3: To promote good relationships between those that share a characteristic and those who do not												
Objective	Action	Success Criteria	Equality Strand									
			SEN and disability	Gender	Ethnicity	Religion/belief	Pregnancy/maternity	Sexual orientation	Gender reassignment	Age	Marriage/civil partnerships	Lead Person
<p>To ensure a balanced range of diverse texts and resources are promoted in school across the curriculum.</p> <p>To recognise the social, economic, cultural diversity of our society and to ensure that everyone feels included.</p>	<p>Library book audit to ensure it is resourced and promotes diversity.</p> <p>Class libraries to stock and promote a range of diverse texts.</p> <p>Encourage positive role models, displayed through toys, imaginary play, books and posters that promote non- stereotyped images.</p>	<p>Diversity is actively promoted across the curriculum within topics. EG: In history, music, art and PE include a focus on key figures who represent diversity.</p> <p>All pupils tell us they feel included and are able to fully participate in the life of the school.</p> <p>There is a good range of diverse material to include a diverse range of characters – including those from different cultures and ethnic groups, different family groupings, characters</p>	✓	✓	✓	✓		✓		✓	✓	Class teacher SLT
												SIP

		with disabilities, LGBTQ+ characters, etc.											
To actively encourage more girls to engage in sporting activity – competitive and non competitive.	<p>Identify pupils who are not actively participating in after school clubs and invite them along.</p> <p>Create clubs that attract both genders to them that the children have requested.</p> <p>Use positive female sports stars to promote active engagement in sport.</p> <p>Via DCCT sports partnership, engage in sessions that promote and encourage girls to participate in sport.</p>	<p>More girls are participating in sporting activity year on year.</p> <p>At least one event per term is planned to attract more girls to engage in physical activity.</p> <p>At least one event per half term actively encourages and targets girls who prefer to opt out of physical activity outside of regular PE lessons.</p>	✓	✓	✓							SLT Class teacher PE lead	SIP

As part of this policy and our schools ethos and values we will make all reasonable and achievable adjustments to meet the needs of disabled pupils. The school has an accessibility plan aimed at making our learning environment accessible to all by:

- Improving access to the physical environment of the school.
- Improving access to the curriculum and associated services.
- Improving access to written information provided.

We accept and welcome our responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. We will consider equality implications at all times in policy making and decision making regarding all aspects of school life. This also includes our responsibilities to purchasing goods and services - ICT, supply staff, consultancy, school meals, learning resources, training and administrative supplies.

At Meadow Farm School, promoting equality and eliminating discrimination is a whole school responsibility. So how do we achieve the aims of the general duty?

We implement policies for pupils based on equal opportunities and equality for all - race, gender, special educational needs, behaviour and anti-bullying.

We implement policies for staff based on equal opportunities and equality for all – recruitment and selection, pay and anti-harassment.

Create a curriculum that promotes friendship and understanding about all cultures and lifestyles.

Employ specialist staff to support pupils with special education needs or disabilities and implement our accessibility plan to provide a learning environment fully accessible to all.

Monitor the welfare and well-being of our pupils, with intervention and support as and when it is required.

Doing everything we can to ensure the needs of pupils and staff that have a protected characteristic are met and supported.

New Objectives set March 2023